

**DEPARTMENT OF HISTORY
NUI GALWAY**

BA IN HISTORY
(Single Honours)

HANDBOOK

2009-10

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INTRODUCTION

This handbook is designed to provide you, as a BA in History/Single Honours student to choose and complete your modules in first, second, and third year. It also explains the requirements for completing each year and proceeding through your degree study. The handbook contains lots of useful information, so please consult it before approaching staff with queries. Many staff members post up office hours on their door, when they are available to answer any questions you might have. Please try to call on staff during these specified hours, or email the staff member to make an appointment at another time. If you do need to email a staff member, please remember to include your full name and year of study, and to give a meaningful subject heading (including a module code, where relevant). You should also use an appropriate form of address (normally 'Dear Prof/Dr), spell out all words fully, and adopt a respectful tone.

If you have a query that is not answered by the information in the handbook, you should consult module leaders, that is, lecturers, as appropriate. You can also check the departmental website (www.nuigalway.ie/history). If the information that you require is not there either, there are a number of staff who deal with aspects of the degree programme, and who may be able to assist you.

Your first point of call for matters relating specifically to the BA in History programme is the acting programme co-ordinator Dr Gerry Moran (gerard.moran@nuigalway.ie). Additionally, the following staff may be able to answer teaching or administrative queries:

Head of First Year:	Dr Gearóid Barry (gearoid.barry@nuigalway.ie)
Head of Second Year:	Dr Aileen Fyfe (aileen.fyfe@nuigalway.ie)
Head of Final Year:	Dr Niall Ó Ciosáin (niall.ociosain@nuigalway.ie)
Acting Head of Final Year (Semester 1)	Prof Dáibhí Ó Cróinín (daibhi.ocroinin@nuigalway.ie)
Departmental Secretary:	Ms. Phil Faherty (phil.faherty@nuigalway.ie)
History Records Secretary (mornings only):	Ms. Maura Walsh (maura.ocroinin@nuigalway)

FIRST YEAR

In first year, you do History and three other subjects. You should choose the subjects that accompany your study of History very carefully, and do not hesitate to seek advice from staff. Consider taking subjects that complement History, for example, a language, or a subject such as English, Classics or Archaeology. These will harmonise with your historical studies during your degree, and will provide knowledge and skills (this is especially the case for languages such as Irish, French, Latin, and so on) that will prove useful in reading sources, collating facts, and developing a good writing style.

Modules

In First Year History Students take three 5 ECTS modules for a total of 15 ECTS in the year.

HI111: War & Society in the Age of the Great War (Semester 1)

HI112: War & Society in the Age of the French Revolution (Semester 2)

HI117: Writing the History of War & Society (all year)

HI111 and HI112:

These modules are lecture modules and are given by full-time staff members of History. Lectures are fifty-minute classes where the course lecturers present the major themes and debates in the subject area. Students are required to attend 3 one-hour lectures per week. Each module is assessed by an end of term exam which makes up one third of the final 1st year mark.

Each module is divided up into two thematic areas:

HI111: War & Society in the Age of the Great War

- Section A: Europe, 1914-20 (Dr Gearóid Barry)
- Section B: Ireland, 1912-1923 (Dr Mary Harris)

HI112: War & Society in the Age of the French Revolution

- Section A: Ireland in the 1790's (Niall Ó Ciosáin)
- Section B: Europe, 1789-1815 (Dr Róisín Healy)

HI117: Writing the History of War & Society:

In this module, students are assigned to small groups of no more than 20 students. They are taught by experienced tutors under the supervision of the Head of Year. The purpose of this module is to focus on the points raised by the lecturers and encourage discussion with students. The tutor will help the students with the essays by which this module is assessed and any other problems students may have with study, research or approach to the exams. This module runs throughout the year. Attending **HI117** is crucial, as the work given in this module makes up one third of the final mark for first year.

First Session of HI117: HI117 groups will not meet in the first week of lectures.

Assignment to groups within HI117 will take place after you have registered for your four subjects.

Assignment to Groups within HI117: Information on assignment to your HI117 group will be given at the Introductory Sessions for History, in the first week of HI111 lectures and on the History website

During first year, you may also have the opportunity to go on a **weekend field trip**. In 2007-8, students visited World War One sites and stayed in Louvain.

Assessment

Lecture Modules

HI111: War & Society in the Age of the Great War (Semester 1)

HI112: War & Society in the Age of the French Revolution (Semester 2)

- The lecture modules HI111 and HI112 are assessed by written examination.
- The examination for **HI111: War & Society in the Age of the Great War** takes place in December and the examination for **HI112: War & Society in the Age of the French Revolution** takes place in May.
- Examinations are two hours in length. In each semester, students answer one document question (from a choice) and one essay question (from a choice) for each module sub-section. (Four answers in all)
- **The written examination is one third of the final mark for the year.**

Continuous Assessment Module

HI117: Writing the History of War and Society

- **Attendance:** Attendance at your HI117 group classes is expected and will make it much easier for you to do well in the History component of your first year.
- **Essays HI117 is assessed continuously.**
 - Students will be required to write four essays over the year. Submission dates for these essays must be adhered to. Late submission will effect marks.
 - Students write an essay on a topic relating to each sub-section of the two lecture modules, HI111 and HI112. (Four essays in all.)
 - The essays are 1,000 words in length and are document based.
 - Each essay is 25% of the overall mark for HI117. The mark for HI117 is one third of your total mark for History.

Lecture Module Descriptions

Hi111: War and Society in the Age of the Great War

Section A: War and Society: Europe, 1914-20

Dr. Gearoid Barry

The purpose of this course is to examine the rich theme of war and society through the prism of the first truly 'total war' - the First World War which transformed the map of Europe, killed millions of Europeans and ushered in huge social, economic and political change. To begin with, students are introduced to European diplomacy and the delicate balance of power in Europe at the turn of the twentieth century. Various interpretations of the origins of the war are explored before a detailed examination of the war as a military phenomenon wherein outmoded tactics were exposed, with much bloodshed. The increased emphasis on new technology and modern firepower from the Marne and the Somme transformed war itself into a static, trench-based ordeal, with movement restored only in 1918. The war as a cultural phenomenon is also central to this module with themes of nationalism, militarism and intellectual mobilisation explored in depth.. Nor can the economic and social aspects of war

be overlooked, especially the redefinition of gender roles in wartime. Finally, the political and cultural legacy of the war in terms of the peace settlement and war literature form a coda to the course.

Section B – War and Society: Ireland, 1912-1923

Dr Mary Harris

This module examines the dramatic transformation of Irish politics in the years 1912-23, and the impact this transformation had on Irish society. This eventful period witnessed mass demonstrations, drilling on the part of various armies, an uprising, hunger strikes, a war of independence and a civil war. It also witnessed rioting in Belfast, and the expulsion of thousands of shipyard workers from their place of work. During these years those who had been marginalised campaigned for better treatment: women campaigned for the right to vote and workers joined the ITGWU, hoping to improve their situation.

This module looks at such developments, the background to them and the context in which they took place. It considers why these events were important at the time and in the long run. Drawing on newspapers, memoirs and other historical documents, it provides insights into how these developments appeared to those who lived through them. It introduces students to various analyses by historians and politicians in more recent times, and to controversies surrounding the commemoration of these events.

Hi112: War & Society in the Age of the French Revolution

Section A - War and society : Europe, 1789-1815

Dr. Roisín Healy

This module examines the theme "war and society" in the years from the outbreak of the French Revolution to the Congress of Vienna. The Revolution of 1789 marks a new phase in European history, dividing the early modern from the modern period, in that it saw the repudiation of the old regime in favour of the ideals of equality before the law, popular sovereignty and reason. Yet, although the revolutionaries condemned the expansionary military practices of old regime monarchs, within just three years they too had initiated a war, which would last for over twenty years and involve all of Europe. This module explores domestic and international conditions in the early 1790s to discover why. It also looks at the impact of the war on political developments in France, especially the Terror and the drift of authoritarian government, culminating in the elevation of Napoleon, himself a leader made by war, to Emperor in 1804. The social impact of the revolution and war, especially on religious life and gender roles, will also receive attention. Events in France had a powerful impact on those beyond its borders and their responses offer additional insights into the relationship between war and society. France's colonial subjects provided a fascinating test of the revolutionaries' commitment to equality for all. The hopes of Poles that the French would help them achieve independence offer an interesting point of comparison with Ireland. Germans' experience of the French invasion encouraged them for the first time to consider seriously political unification. Spain's formidable resistance to the French showed the limits of French military might. The module concludes with an exploration into the collapse of the French army in the Russian campaign and the eventual reordering of the European map at the Congress of Vienna.

Section B: War and society: Ireland, 1790s.

Dr. Niall Ó Ciosáin

The first section in Semester II traces the relationship between War and State formation during the period of the French Revolution and the Napoleonic Wars. The French Revolution enshrined new values in the organization of state and society, and in the ensuing European wars these values were imposed elsewhere in the new Napoleonic empire.

SECOND YEAR

Structure of Year

In second year, you will complete two core modules, two colloquia, and six lecture modules.

You must do at least one ancient, one medieval, one early modern and one modern module over the year

In **semester one**, you should complete:

- Core module: Hi 433 The Practice of History I
- Colloquium chosen from: Hi410 The Great Exhibition, 1851
Hi432: The Practice of History
Hi428 France in the Age of Richelieu and Mazarin
Hi295 The American Civil War: Causes and Developments
Hi463: the Nobility of Britain & Ireland, 1450-1650
- *One Ancient/Medieval Lecture module: HI211: Medieval Ireland, 5th – 9th Century **or**
HI262: Medieval Europe c. 1050-1250 **or**
CC211: Early Greece
- One Early Modern lecture module: Hi252: Problems in the History of Ireland, 1580-1700 **or**
Hi293: The Scientific Revolution
- One Modern lecture module: Hi208: The Two Irelands in the 20th Century **or**
Hi253: Gender, Work & Family in Ireland, 1850-1922 **or**
Hi292: Central Europe, 1887-1918

In **semester two**, you should complete:

- Core module: Hi434 The Practice of History II
- Colloquium chosen from: Hi429 The Mid Tudor Crisis, 1547-60
Hi431 French Mobilisation and the Great War, 1914-24
Hi458: Land Wars in Ireland, 1879-1920
Hi297 The 1916 Rising
Hi298 The South African War, 1899-1902
- One Ancient/Medieval lecture module: Hi229 Medieval Europe c.5th-9th **or**
Hi248 Medieval Europe c.1250-1500 **or**
CC228: The History of the Roman Empire
- One Early Modern lecture module: Hi459: The Tudors: Religion, State & society
Hi288: State & Society in Early Modern Europe 1555-1685
- One Modern lecture module: Hi259: The Rise of Modern America
Hi251: Ireland in the 19th Century
Hi263: Government Policy & Economic Development in Ireland since 1922

Denominated History timetables will be given to you and are also available in the Department.

Module Structures

Core Modules: The Practice of History I and II (2 x 5 ECTs)

Each of these concentrate on one historical theme, 'Reputations.' The aim of each module is to introduce you to the reputations of key historical figures such as Martin Luther, Napoleon Bonaparte and Charles de Gaulle, so that you can assess the accuracy of their reputations. You will study the manner in which their historical reputations are presented in primary documents, such as correspondence, and in historical texts, such as biographies. The module will train you to read and assess sources critically, and to learn how contexts and preconceptions of religion, politics, and so on, can affect how individuals are presented and judged.

In semester two, you will have a field trip. In 2007-8, second years studied the historical reputation of Countess Constance Markiewicz, so went to Lissadell House, Co. Sligo, where she was brought up and where a large exhibition on the Countess and her family is on display.

These modules are not assessed by examinations. You will complete a number of short assessments, such as essays or commentaries on primary sources.

Colloquium (2 x 10 ECTs)

The colloquium has a capped intake of 25 students and consists of one lecture and one discussion session each week over eleven weeks. This format is designed to allow a particular focus on historical and generic academic skills. Marks are awarded on the basis of continuous assessment rather than examination. You will be invited to select your preferred modules early in the first week of the academic year and will be assigned to one of these insofar as numbers allow. You should indicate your preferences for semester one and semester two on the form (see p9).

The small numbers taking the colloquium facilitate more interactive learning on the part of the student and greater attention to skills, such as note-taking, compiling bibliographies, and essay-writing. There will also be two additional sessions organised by the Careers Service: one on presentation skills designed to prepare students for the obligatory oral presentation in the colloquium and another on possible career paths following graduation. Students are examined by continuous assessment exclusively on the following basis:

Class Participation: 10% of overall mark

You will be obliged to attend all sessions and are expected to contribute to the discussion in the second session each week. Absence without sufficient excuse on more than 3 occasions will result in a fail in this element of the colloquium. Lecturers award students marks each week according to the following scale:

- 0 for no contribution, whether in attendance or not
- 1 for insignificant contributions (e.g. short answers in response to questions)
- 2 for basic contributions (e.g. describing content of readings)
- 3 for substantial contributions (e.g. evaluating the reading material)
- 4 for excellent contributions

These marks will be added up at the end of the semester. Students who attend at least 8 sessions will gain a bonus of 40%.

Coursework (35% of overall mark) and Presentation: (15% of overall mark)

All students are required to make an oral presentation to the class once during the semester on a topic agreed with the lecturer. In addition, students will be asked to submit occasional written assignments and perhaps minor oral presentations over the course of the semester. Oral presentations will make up no more than half of this mark. Individual lecturers will provide more information in class on the nature of the exercises, deadlines and marks assigned for each.

Dissertation (4,000 words): 40% of overall mark

40% of the overall mark is awarded for a dissertation, based on primary sources, of 4,000 words.

The deadline for submission of the colloquium dissertation is, in the case of the first semester, 5pm on Wed., 17th December 2008, and in the case of the second semester, 5pm on Wed., 22nd April. These deadlines are final. The topic should be chosen early in the semester in conjunction with the lecturer. Students are obliged to submit a report from Turnitin Plagiarism Detection Service together with their dissertations. This can be done via Blackboard. Lecturers will provide instructions during the semester.

You should submit your colloquium dissertation to the History Department Secretary in person, so that it can be date-stamped and passed on to the convenor. Late dissertations may not be accepted.

Lecture Modules (6 x 5 ECTS)

You will take 6 lecture modules over the year, 3 in Semester 1 and 3 in Semester 2. Lecture Modules are 5 ECTS each.

Lecture Modules all follow the same format: two lectures of one hour each week over twelve weeks and between four and six tutorials distributed throughout the semester and arranged by the relevant lecturer.

Assessment

There are two types of lecture modules: those assessed by examination, and those assessed entirely by coursework. This is a way of ensuring that you do not have to take too many examinations at the end of semester.

Examined modules: assessment will involve a piece of coursework worth 33.3%, and a two-hour unseen written examination worth 66.7%. The examination usually involves writing two essays in answer to a choice of questions, but individual instructors may choose a different format. They will explain this to you (and you can look at recent past papers via the Library's website).

Coursework: assessment will be entirely by coursework. There will be at least two assignments, but the nature and length of these will vary from module to module. Your instructor will explain this to you.

NB: Please note that you are required to take at least one ancient, one medieval, one early modern and one modern lecture module over the course of the academic year.

Colloquium Descriptions

Semester 1

HI295 The American Civil War: Causes and Developments

Dr Enrico Dal Lago

Between 1861 and 1865, the United States of America embarked on a four-year long Civil War, which left more than 600,000 dead, destroyed the lives of an entire generation, and led to the Emancipation of 4,000,000 African-American slaves. Historians have debated endlessly about the reasons for the occurrence of the Civil War, and even more so about the way and the extent to which the United States was really transformed by it. Whatever side one wishes to take in the historians' arguments, it is undeniable that, after the Civil War, the United States emerged as a very different nation from the one that had achieved independence from Britain less than a hundred years before. Through the reading of key documents – ranging from South Carolina's Declaration of the Causes of Secession to Abraham Lincoln's Emancipation Proclamation – and of key writings by historians, this colloquium will introduce the students to some of the most important issues in the analysis of the causes and developments of the Civil War.

HI410 The Great Exhibition of 1851

Dr Aileen Fyfe

This module will introduce you to the cultural history of Britain through a focus on the biggest and most famous event in the nineteenth century outside wars or politics: the Great Exhibition of the Industry of All Nations, held in the specially-constructed Crystal Palace in London, and visited by an incredible 6 million people in the summer of 1851. We will be investigating the ambitions behind the exhibition, in relation to Britain's industrial and imperial expansion; and we will be considering the experience of visiting the Exhibition, compared with daily life and with other cultural and tourist activities. As well as learning about mid-nineteenth century Britain, you will be learning about a different style of doing history – cultural history – and you will have plenty of opportunities to use a wide range of primary source material, such as diaries, letters, newspaper reports, advertisements, railway timetables and illustrations.

HI428 France in the Age of Richelieu & Mazarin

Dr Philip McCluskey

One of the most important features of the seventeenth century was the appearance of a series of 'minister favourites', individuals who had special favour with their monarchs, dominated central government and court, and accumulated vast fortunes and honours. During the reigns of Louis XIII and the young Louis XIV in France, two towering figures stand out as the minister favourites: Richelieu (1624-43) and Mazarin (1643-61) have both earned reputations as cunning manipulators and greedy accumulators of wealth, while earning praise for their contribution to the emergence of France as a pre-eminent international power and a bastion of royal authority. In this module, we will systematically examine the ministries of both men, dealing with such topics as the development of the royal court, political structures and systems, absolute monarchy, international power, popular revolt and church-state relations.

HI432 The Practice of Local History

Dr Gerard Moran

The Practice of Local History examines how the history of a community or a locality is an important building block in our understanding of national and international history. It examines the various Irish and international approaches to the study of local history, and how these can be utilised. The lectures will focus on the type of documents that are available and used by the local historian; their value, and how they may be analysed and interpreted. It will look at contrasting studies of a landed estate, of a town and Dublin city, and from the mid-18th century to the 20th century. The sources used will include maps, parliamentary papers, newspapers, travellers' accounts, folklore, estate records and visual

sources. This is to show us that the study of any community or locality can be undertaken using the same types of sources. The tutorials will examine closely the themes that have been covered in the lectures, in particular settlement, poverty, political and social issues, economic trends, agricultural patterns, the relationship within the communities of interests, outside influences, the role of the Church in communities, etc. It will also feature a visit to the Special Collections in the Hardiman Library, NUI Galway, and to the County Galway Library Headquarters.

HI463 The Nobility of Britain and Ireland, c.1450–1650 **Dr Gerard Power**

The course offers an introduction to the major themes and debates surrounding the nobilities of the early modern British Isles. Using primary documents alongside the abundant scholarship on the subject, the focus of the course will centre on the interplay between the nobility and the monarchy during a period of intense flux.

Semester 2

HI297 The 1916 Rising **Dr Mary Harris**

The dramatic nature of the 1916 Rising, and the British response to it, evoked strong reactions at the time and continue to generate controversy. This colloquium begins by examining the political context of the Rising, and the motivations and ideological positions of those who planned it, noting the arguments for and against staging a rising at that time. It investigates the confusion and intrigue in the run-up to the Rising, the course of events during Easter Week, and British attempts to quell unrest. It considers justifications of the events by participants in the Rising as well as the reactions of the general public. It also looks at how the Irish Party and Ulster Unionists interpreted these events, which were to have serious implications for them. Finally, it examines the views of later generations on these events, paying particular attention to the question of commemoration in 1966, 1991, 2006 and 2007.

Recommended reading includes Charles Townshend, *Easter 1916: The Irish Rebellion* (London: Penguin 2006); Gabriel Doherty, and Dermot Keogh (eds) *1916: The Long Revolution* (Cork : Mercier Press, 2007); Annie Ryan, *Witnesses: Inside the Easter Rising* (Dublin: Liberties 2005).

HI298 The South African War **Dr Simon Potter**

Students will consider the causes, course and consequences of the war that was fought between the British Empire and the Boer Republics of the Transvaal and Orange Free State between 1899 and 1902. Particular attention will be devoted to: debates among historians over the reasons for the outbreak of war; the difficulties encountered by the British Army in South Africa, and the strategies adopted to overcome them; Canadian, Australian, New Zealand and Irish contributions to the conflict; the war as a 'media war'; the role of women in the war; the role of black Africans and coloured people; the British Army concentration camps and the death of Boer civilians; and the consequences of the war for Britain, South Africa and the British Empire more generally. Students will examine contemporary government documents, contemporary newspaper coverage, the diaries and letters of soldiers and civilians, and other printed primary documents.

HI429 The Mid-Tudor Crisis, 1547-60 **Prof. Steven Ellis**

The module focuses on the English state in the period from the death of Henry VIII (1509-47) through the reigns of Edward VI (1547-53) and Mary I (1553-8) to the start of the reign of Elizabeth I (1558-1603). At a time when kings were expected to rule as well as reign, King Henry was succeeded by his young son, Edward, and on the latter's death, aged only 15, by the two half-sisters, Mary (who defeated an attempt by Lady Jane Grey to pervert the Tudor succession) and then Elizabeth. The absence of a male ruler was thus a major part of the 'crisis', but in addition Edward's reign saw a lurch towards

Protestantism, with a Catholic reaction under Mary, and then more Protestantism under Elizabeth. These religious changes sparked popular unrest and rebellion, and this was also fuelled by social unrest, arising out of inflation and demographic growth. The module will thus assess the nature of the 'crisis', with particular reference to politics, religious developments, socio-economic change, and popular unrest.

HI431 French Mobilisation & the Great War 1914-24

Dr Gearóid Barry

This particular colloquium focuses intensively on a relatively short, but thematically rich, period: the course and aftermath of the First World War in France. There are four crucial elements to any national study of the First World War: Military; Political; Social; and Cultural.

The approach adopted in this module is informed by the 'new' cultural history of the First World War. Therefore, it makes use of the concepts of 'war culture' and 'cultural mobilization', in order to analyse how French society responded to the trauma of military invasion and the need to defend the fatherland. There were recurrent strains in the domestic truce or 'sacred union' proclaimed in August 1914. Pre-war political and religious struggles had been muted but not resolved by the call to arms. The war's legacy in politics and culture features heavily at the term's end. However, neither can basic familiarity with the chief, decisive military engagements be overlooked, campaigns such as the two Marnes (1914 & 1918), Verdun (1916), Chemin des Dames (1917) and the repelled German Spring Offensive of 1918.

Hi458 Land Wars in Ireland, 1879-1920

Dr Laurence Marley

This colloquium will examine the role of land conflict in the shaping of modern Ireland, and how such conflict brought about more profound social change than the 'Irish revolution' of 1916-23. During the Land War of 1879-82, led by Charles Stewart Parnell and Michael Davitt, the land question and the question of Ireland's national independence became inextricably linked, forcing a direct response from the Liberal government of William Gladstone in the form of historic land legislation. So strong had the collective protest of the Irish peasantry been by the end of 1880 that the *London Times* suggested that the Land League would only have to print its own currency to gain control of the country. However, complex class forces were at play in this wave of agrarian agitation, and also in successive Land Wars in the later nineteenth and early twentieth centuries. So areas of conflict not only between landlords and tenant but also between larger farmers and tenants, farmers and labourers, graziers and small farmers, and shopkeepers and farmers continued to present serious challenges (and sometimes opportunities) to British politicians, the landed ascendancy in Ireland, and indeed also the leadership of the Irish revolutionary movement from 1916. An examination of the Land Wars in this period will aid a greater understanding of the complexity of Irish politics and society in the run up to the foundation of the independent Irish state in 1922.

Lecture Module Descriptions

Semester 1

Medieval

HI211 Medieval Ireland 5th-9th century

Prof. Dáibhí Ó Cróinín

This module comprises a survey of the history, politics, culture, literature and society of Ireland in the Early Middle Ages (from c. AD 400 to c. AD 800). It traces the transition from a so-called 'tribal' society to one in which 'dynastic' politics are the norm, and explains how that change is reflected in society. It ends with an assessment of the Viking impact in Ireland.

The lectures cover such themes as Early Irish (Brehon) law and institutions; politics and society; the origins of Irish artistic and literary culture; the beginnings of Christianity and the later evolution of the Irish Church; the Irish abroad, and the Vikings. Students are introduced to some of the original documentary material used by historians.

HI262: Medieval Europe c. 1050-1250

Dr Jason Roche

This module offers an introduction to the history of Europe in what are perhaps the quintessentially 'medieval' centuries. Issues examined include social and political organisation; ecclesiastical structures and the relation of Church to society; internal expansion; and trends in culture and religion.

Early Modern

HI252 Problems in the History of Ireland 1580-1700

Dr Gerard Power

This course focuses on several principal developments in the political, social, economic and religious history of Ireland during this period. The overarching themes addressed include violent conflict between Irish-based groups and the English state; British migration to Ireland; government in Ireland; the rise of sectarianism; and divisions in Irish society along ethnic and religious lines. The 'problems' discussed in the course are punctuated by three lectures which summarise society and politics in Ireland in c. 1580, 1620 and 1700. Finally, the course has a strong historiographical element. Thus students will not only confront the defining problems of early modern Ireland, but will also engage with the various responses to these events by historians.

HI293 The Scientific Revolution

Dr Aileen Fyfe

This course provides an introduction to the history of the sciences from the Renaissance to the late eighteenth century. The central question is of how knowledge about nature is discovered – or, how people have attempted to understand the universe that they are in. No knowledge of modern science is necessary to understand the older ways of knowing. The first unit, 'Crisis of Knowledge', focuses on the Renaissance, when the discovery of the New World and the recovery of ancient philosophical texts made contemporary definitions of knowledge highly unstable. The second unit looks at a solution to that problem, known as 'Experimental Natural Philosophy'. It considers how this philosophy hoped to create knowledge, and why it became so successful in Restoration England. The third unit examines 'Public Science', a phenomenon which emerged in the early eighteenth century, when the new natural philosophy and new technologies came to the attention of the general public, through lectures, books and exhibitions. The final unit is called 'Science and Revolutions', and reflects upon the ways historians have written about the Scientific Revolution, and considers whether the period studied in this course can fairly be described as the (only) Scientific Revolution.

Modern

HI208 The Two Irelands in the 20th Century

Dr Laurence Marley

This module will explain the process whereby Ireland was partitioned into two states, the effectively independent dominion of the Irish Free State and the home rule state of Northern Ireland. It will also follow the course of both states after partition, focusing on how both dealt with early threats to their authority and the economic difficulties faced by them in the 1930s. The differing experiences of both states in World War II and the effect of that in solidifying partition will also be examined. Other themes discussed include the evolution of southern Ireland to an independent republic; its growing role in the international community through membership of the European Union and the United Nations; the emergence of the troubles and the end of home rule in Northern Ireland; and relations between both states throughout this period.

HI253 Gender, Work & Family in Ireland, 1850-1922

Dr Caitríona Clear

This module looks at various aspects of Irish life in this crucial period of change. Beginning with an overview of the major changes in agriculture, it will move on to look at work for men and women in the towns and cities, then at education at various different levels. Migration and emigration will be looked at in detail, and their impact on Irish society discussed, and this will lead to a discussion of changing family and household patterns over this period. Some linking lectures on religion and society in nineteenth-century Ireland, constructive unionism, local government and political developments, will be slotted in, paving the way for discussions on education, public health, and institutions. A discussion of extreme poverty will be followed by a discussion of changing living standards, which will act as a conclusion to the module, drawing together all the major strands.

Module text: C. Clear, *Social Change and Everyday Life in Ireland 1850-1922* (Manchester 2007).

HI292 Central Europe, 1867-1918

Dr Róisín Healy

Definitions of Central Europe vary, but for the purposes of this course, the term refers to the German and Austro-Hungarian Empires. Together these two empires covered vast territories from the Baltic Sea in the north to the Adriatic in the south, from which many of the recent EU accession states emerged. These empires experienced similar tensions to states in western Europe, for instance, over the relationship between church and state, the social consequences of industrialization, and the acquisition of overseas colonies. Their ethnic heterogeneity, however, gave rise to other, more serious divisions. German nationalism clashed with the nationalisms of Poles, Slovaks, Magyars and others. This course examines both the 'normal' problems of Central Europeans at this time and those that derived from the clash of nationalisms in these two empires. Figures familiar to western Europeans, such as Bismarck, William II and Francis Joseph I, all make appearances, as do others who are better known to central Europeans, such as Józef Piłsudski, Tomas Masaryk, and Rosa Luxemburg.

Semester 2

Medieval

HI229 Medieval Europe 5th-9th Century

Prof. Dáibhí Ó Cróinín

This module comprises a survey of the history, politics, culture, and society of Western Europe in the Early Middle Ages (from c. AD 400 to c. AD 800), and traces the transition from Late Antiquity to the so-called 'barbarian' kingdoms of France, Germany, Spain and Italy in the period sometimes called the 'Dark Ages'. The lectures cover such themes as law and institutions in Late Roman Gaul and in the barbarian kingdoms; politics and society; literature and culture; the role of the church and its evolution, and the general question of how 'The First Europe' came into existence. Students are introduced to some of the original documentary and archaeological material used by historians of the period.

HI272 The Byzantine Empire, AD 330-1450

Dr Jason Roche

After the Roman Emperor, Constantine I, established his new capital on the site of the ancient city of Byzantium in 324AD, the Middle East, the Levant, and the Balkans were dominated for a millennium by a legendary super power now known as the Byzantine Empire. The empire, centred on the greatest city in medieval Christendom, the capital Constantinople (present day Istanbul), conjures up images of opaque duplicity: plots, assassinations, and physical mutilation, coupled with excessive wealth, glittering gold, and jewels. But the extant gold ornaments, mosaics, silks, and imperial palaces which form part of the vast material culture of the empire are universally recognised as glorious examples of medieval art; whilst the empire produced a large number of intelligent leaders, brilliant military generals, and innovative theologians, who are much maligned by 'Byzantine' stereotypes. This Year 2 lecture module studies the people, society, and culture of the Byzantine Empire from AD 330 to AD 1500 through surviving written and material sources in an interdisciplinary way that draws on methodologies from history, art history, archaeology, and literary studies.

Early Modern

HI459 The Tudors: Religion, State and Society

Prof. Steven Ellis

The Tudors were the first Welsh dynasty on the English throne, and after recovering from a shaky start, shortage of male heirs led to the accession of a Scottish king, James VI, on the death of the last Tudor, Elizabeth I, in 1603. By then, however, the nature of the Tudor state had been substantially transformed from the medieval patrimony acquired by Henry Tudor in 1485. Central control of outlying territories, Ireland, Wales, and the English north, had been extended and consolidated; the monarch had replaced the pope as 'supreme governor' of what was now a state church organized on broadly Protestant lines; and a more law-abiding, gentry-dominated, 'civil' society had gradually developed even in outlying parts to challenge the territorial magnates, armed retainers, and their numerous tenantry. Aspects of these changes – particularly life at court – are familiar to the general public through popular works by David Starkey and TV series like 'The Tudors'; but what was life really like under the Tudors in not-so-merry England? This module attempts to address that question.

HI288: State & Society in Early Modern Europe 1555-1685

Dr Philip McCluskey

This module offers a survey of political and economic developments in Central and Western (continental) Europe from the Peace of Augsburg in 1555 to the revocation of the Edict of Nantes by Louis XIV of France in 1685. Key aspects of the period are examined, for example: economic structures and changes, the consequences of the Protestant Reformation, the Catholic Reformation, the Military Revolution, overseas expansion and developments in sovereignty and government. Particular case studies, such as the Council of Trent, the Dutch Golden Age, the decline of Spain and the 'absolute' reign of Louis XIV are placed in representative and comparative contexts.

Modern

HI251: Ireland in the Nineteenth Century

Dr Gerry Moran

At the beginning of the nineteenth century, political power had been concentrated in the hands of a small group of wealthy Protestant men. Political campaigns in Ireland and democratising trends in Britain, brought about a radical change in power structures. In the course of the century Catholics became increasingly powerful, lower classes became more influential, and women were admitted to local government positions. This module looks at key political issues in nineteenth-century Ireland, with particular reference to Catholic rights, land reform, and demands for an Irish parliament. It examines the strategies of political campaigners, including parliamentary agitation, mass movements, and armed struggles. The considerable influence of Irish emigrants and their descendants on political developments in Ireland is also considered. In addition to considering these issues the module examines the differences between nationalist and revisionist historians' interpretations of events, and the ways in which political figures have drawn selectively on history to promote their causes.

HI259: Rise of Modern America, 1865-1996

Dr Enrico Dal Lago

This is a survey of the USA from Reconstruction to the Present. Focusing on the political, social, and economic forces in the emergence of the modern nation, the module accounts for America's rise to global power. Special emphasis is placed on contemporary America, the Vietnam experience, and the emergence of popular culture.

HI263: Government Policy & Economic Development in Ireland since 1922

Prof. Gearóid Ó Tuathaigh

This module examines the relationship between policy and performance in the economy of the Irish state from 1922. The lectures discuss the ideological assumptions, the social and political considerations, as well as the strictly economic factors (external and domestic) which relate to the central theme. The economy of Northern Ireland is considered, as part of a general comparative approach to the assessment of the performance of the economy of the Irish state. Primary sources and key contributions to critical issues in the academic debate on this topic provide the reading material for the module, in which the teaching is in the form of lectures and tutorial sessions.

THIRD YEAR

Structure of Year

Throughout your final year in History you will need to be self-motivated, attend lectures etc. conscientiously, and put in a full working week of study. You will need to make good use of the James Hardiman Library, and particularly of 'e-resources' – reliable scholarly journals and databases available to you on-line through the Library portal, on campus and elsewhere *via* remote access. You should make sure that you have availed of opportunities for free training in the use of such resources through the Library's *LARK* scheme – see the Library website at: <http://www.library.nuigalway.ie/>

In third year, you should complete one seminar module, six lecture modules and one dissertation module.

In **semester one**, you should complete:

Seminar module

chosen from: HI476: Colum Cille & Iona: Irish Cultural & Political Expansion, 563-729
Hi437 The First Crusade
Hi460: Landlords & Tenants in 19th-Century Ireland
Hi484 Slavery and Emancipation in the American South
Hi478 Reformation or Revolution: Social Unrest in Germany, 1517-35
Hi479 Irish Political Thought in the 1930s

Three lecture modules chosen from:

Panel 1 (exam): HI337: Nazi Germany
HI362: Party & Power in 19th and 20th Century British History
Hi461: The Irish Emigrant Experience

Panel 2: (exam) HI312: Poverty, Crime & Gender in Europe, 1780-1914
Hi407: Catholic Identity in early Modern Europe

Panel 3 (Continuous Assessment: Consists of some of the modules from Panel 1 & 2)
Hi362.E, Hi407.E, HI312.E

In **semester two**, you should complete:

Hi457: Dissertation module (you will register for this in semester two, but you are strongly encouraged to begin work on your dissertation during semester one)

Three lecture modules chosen from:

Panel 4 (exam): HI365: Native North Americans: From Pre-History to the Present
Hi327: Early Irish Law
Hi328: The Northern Ireland Problem

Panel 5: (exam) HI359: The Crusades: Idea & Reality
HI317: Science, Technology and Progress
Hi442: The French 4th & 5th Republics

Panel 6 (Continuous Assessment: Consists of some of the modules from Panel 1 & 2)
Hi317.E, Hi327.E, HI359.E, Hi442.E

NB: Please note that you are required to take at least one ancient/ medieval, one early modern and one modern lecture module over the course of the academic year.

Seminar Modules Explained

Seminar modules involve 12 two-hour discussion sessions over the semester. Module convenors may timetable supplementary sessions at their discretion. Enrolment is capped at 14 domestic students per module. Visiting students may bring the number of students in each module up to 17. There is a formal procedure for changing modules at the beginning of the semester, but few modules have available spaces. Please contact the Departmental Secretary, Ms. Phil Faherty, if you wish to change module – **do not approach individual members of teaching staff.**

Most seminar modules focus on a discrete body of primary source material, introducing students to the use of documentary evidence. During your Seminar you will continue to develop the skills necessary for independent historical research, particularly those relating to the identification, contextualisation and analysis of primary source material. You will also continue to develop your writing skills and mastery of scholarly presentation, historiography and information retrieval.

Seminars are 10 ECTS modules. The final mark is arrived at as follows:

- Oral presentation - 20%
- Class participation - 10%
- Coursework - 10%
- Final Essay (5,000 to 7,000 words) - 60%.

All students are expected to participate in class discussion every week. All students must give one class presentation during the semester. Both participation and your presentation will be assessed by the module convenor, who will explain the criteria for assessment to you at the beginning of the semester.

Attendance at class is compulsory – you should always explain any absences to the module convenor, in person and preferably in advance. If you miss more than two sessions you will be asked to explain the reasons for your absence to the Head of History.

At the end of the module, you will write a final essay. This should be from 5,000 to 7,000 words in length, **including** footnotes. It should resemble an academic paper/article with proper referencing, and be based on a mixture of printed primary and secondary sources, with a preference for the former. We are not looking for a rounded general discussion of a topic based on the views of other modern historians. Rather, the ideal is an essay which, while almost inevitably involving some historiography, is more a demonstration of your ability to use primary documents in a critical, sensitive and original manner. You will agree a topic for your final essay with your Course Convenor during the semester, and complete your final essay over the weeks that follow.

For modules taught in Semester 1, dissertations are due by 5pm on Monday 11 January.

For modules taught in Semester 2, dissertations are due by 5pm on Monday 17 May.

You should submit your dissertation to the History Department Secretary in person, so that it can be date-stamped and passed on to the Course Convenor. Late dissertations may not be accepted.

Seminar Module Descriptions

Semester 1

HI437 The First Crusade

Dr Jason Roche

Without two military victories won against seemingly impossible odds, the c. 90,000 armed and unarmed Latin-Christian pilgrims who set out from western Europe for the Holy Land in 1096 might merit a minor footnote in history books. Yet because those near-miraculous victories led to the remaining c. 15,000 capturing Jerusalem in 1099, the movement that came to be known as crusading was born. This seminar examines the so-called 'first crusade' in its eleventh- and early twelfth-century context.

Students will first attempt to understand the participants' motivations, aspirations and experiences as construed in the 1090s. Tracing the short-term effects on western Europeans (to c. 1148) of the crusaders' establishment of a 'Latin Kingdom' in Syria-Palestine follows. A two-pronged approach is used:

- Discussion of causative factors, such as population growth, the peace movement, penitential pilgrimage, and papal reform within Europe, and realignments among competing Muslim polities and the Orthodox-Christian population of the Byzantine empire in the 'middle east' after Sunni-Muslim Seljuk Turks 'purified' Baghdad in 1059 C.E.
- Close analysis of contemporary documents and narrative accounts of events (in translation), including several written by crusaders and some by Muslim commentators.

Introductory Reading: J. Riley-Smith, *The First Crusade and the Idea of Crusading* (London & Philadelphia, 1986); or J. Riley-Smith, *What were the Crusades?*, 2nd ed. (1992). More detailed overviews are in J. Riley-Smith, *The First Crusaders, 1095-1131* (Cambridge, 1997), and in the relevant chapters of P.M. Holt, *The Age of the Crusades: The Near East from the Eleventh Century to 1517* (London & New York, 1986).

HI439 Vichy France

Dr Gearóid Barry

The varying responses of the French to their country's defeat and occupation by the Germans in 1940 form the mainstay of this seminar course. In light of recent scholarship, the course aims to challenge some of the over-simplifications of the collaboration-resistance nexus in order to reveal the complexities and contradictions of the era. Of course, what historian and witness Marc Bloch called the 'strange defeat' of 1940 has to be understood in the context of the deep divisions of the 1930s in France evident from the time of the Popular Front government of 1936. Amongst the questions addressed are whether Marshal Pétain's Vichy regime was 'shielding' the French from German hegemony or was merely a puppet? As well as examining the ideology of Pétain's *Révolution Nationale* the course also examines specific policy areas such as education, women and labour. A hugely controversial issue also is the extent to which the regime collaborated on the 'Jewish question' and in the Holocaust.

Key figures who act as reference points include Pétain himself and Pierre Laval and, for the Resistance, Charles de Gaulle and Jean Moulin. However, as well as political speeches, through the primary sources examined you will meet less well-known actors, such as country priests and urban workers, and read some of the clandestine publications as well as oral testimony from veterans of the resistance. Popular culture is also present through the *chansons* of Charles Trenet and Maurice Chevalier. This course provides a challenging and exciting insight into Nazi-occupied Europe and the *guerre franco-française*.

Introductory reading: Jackson, Julian, France. *The dark years 1940-1944* (Oxford, 2001); Burrin, Philippe, *Living with defeat. The French under German occupation, 1940-1945* (1995; Eng. tr.,

London, Arnold, 1996); Curtis, Michael, *Verdict on Vichy: power and prejudice in the Vichy France regime* (London, 2002)

HI460 Landlords & Tenants in 19th Century Ireland

Dr Gerry Moran

This seminar course will examine landlord and tenant society in Ireland in the 19th century. It will look at how landlords managed their estates, the social and political power of the landlords, the impact which the Great Famine had on landlords and tenants, and the economic, political and social position of landlords after 1850. Issues such as the Land War, the demand for tenant rights, estate rentals, evictions, and the relationship between the different strata of tenant society - from graziers, small famers and agricultural labourers - will be looked at. The transformation in agricultural society with the land purchase acts at the end of the 19th century will be investigated. The seminars will examine how landlords, and their relationship with their tenants, have been portrayed by historians and by using primary sources investigate whether their conclusions are justified.

Introductory Reading: W. E. Vaughan, *Landlords and Tenants in mid-Victorian Ireland* (Oxford, 1994); W. E. Vaughan, 'Landlords and Tenants in Ireland, 1848-1904' in *Studies in Economic and Social History* 2, Ed. Samuel Clark and James S. Donnelly (Dundalk, 1984)

HI476 Colum Cille and Iona: Irish Cultural and Political Expansion, 563-729

Prof. Dáibhí Ó Cróinín

The island monastery of Iona (founded by St Colm Cille in AD 563 off the western coast of Scotland) was of central importance in the history of early Christianity in Ireland, Scotland, and the north of England. This was acknowledged in 1997 by centenary celebrations in all three countries marking the death of Columba in 597. In the last few years a steady stream of publications has appeared, which allows the study (in unique detail) of the monastery's early history, from its foundation down to the period c. 800, when it produced the high-point of Irish manuscript and artistic culture, the Book of Kells. However, Kells was only the pinnacle of Iona achievement; the monastery and its community produced a wide variety of compositions, in prose and in verse, in Latin and in Old Irish, that together form a unique monument to Irish culture in the Early Middle Ages.

Introductory Reading: Thomas Owen Clancy & Gilbert Márkus, *Iona: the earliest poetry of a Celtic monastery* (Edinburgh 1995); Richard Sharpe, *Adamnán of Iona, Life of Columba* (Harmondsworth 1995); Máire Herbert, *Iona, Kells and Derry: The History and Hagiography of the Monastic Familia of Columba* (Oxford, 1988; reprint Dublin, 1996), pp. 1-67

HI479 Irish Political Thought in the 1930s

Dr Mary Harris

Within a decade of independence the Irish population was deeply divided on the nature of the emerging Irish state, its identity, and its relationship with Britain and the wider world. This seminar introduces students to debates on these issues, as evident in speeches and writings in the 1930s. It examines the ideologies of the main Irish Political parties and considers critiques of the emerging Irish Free State by radical Republicans, Vocationalists and Blueshirts, situating them in the context of European ideologies in this period. It examines attitudes towards Anglo-Irish relations and Irish responses to European conflicts. It also considers the development of Unionist identity in Northern Ireland and southern Irish perceptions of the Northern state.

Introductory Reading: J. Augusteijn, *Ireland in the 1930s: new perspectives* (Dublin, 1999); D. McMahon, *Republicans and imperialists: Anglo-Irish relations in the 1930s* (New Haven, 1984)

HI484 Slavery & Emancipation in the American South

Dr Enrico Dal Lago

Slavery and Emancipation are essential fields of study for anyone interested in nineteenth-century America. Slavery shaped the economy, society, and politics of the American South, from the time the first Africans landed in Virginia in 1619 to the American Civil War, during which Lincoln issued the

1863 Emancipation Proclamation. As a result of its pervasive influence in many different realms, American slavery is a particularly complex topic, which has attracted the attention of a number of talented scholars from the beginning of the century to the present. Today, the historiography of slavery is a particularly exciting area at the forefront of historical studies. The historian of slavery has the benefit of having at his/her disposal a very large amount of primary sources (archival documents, published memoirs, autobiographies or letters, pamphlets and essays, etc.). At the same time, he/she has to be able to place this large body of data within the context of an equally large body of interpretations that different historians of slavery have provided at different times often taking opposite sides over particularly contentious issues.

This seminar course aims to provide students with the indispensable background which they need in order to be able to select, use, and interpret the vast range of primary sources related to American slavery and place it in the context of current historiographical debates. Confronting different topics related to slavery, students will familiarize with the different types of primary sources, discussing their viability and usefulness, and will become acquainted with the names of the most important scholars in the field, whose works they will be required to read and present. Both exercises will form the basis of the students' independent studies – studies which will generate long essays on particular aspects of slavery. Major topics covered in the course include Colonial Slavery, Slavery and the American Revolution, Planters' Resistance, the Abolitionist Movement, the Politics of Slavery, Civil War and Emancipation.

Introductory Reading: Rick Halpern & Enric Dal Lago, eds., *Slavery and Emancipation* (Oxford: Blackwell, 2002) [textbook]; Peter Kolchin, *American Slavery, 1619-1877* (New York: Hill & Wang, 2003); Ira Berlin, *Generations of Captivity: A History of African American Slaves* (Cambridge, MA: Belknap Harvard, 2003); Mark M. Smith, *Debating Slavery: Economy and Society in the Antebellum American South* (New York: Cambridge University Press, 1998).

HI312 Poverty, Crime and Gender in Europe, 1780-1914

Dr Caitríona Clear

The course explores the relationships between poverty, crime and police (as verb and noun), and the growth of carceral, custodial and caring institutions in Europe (mainly Britain, France, and Ireland, with references to Italy, the Netherlands, Germany and other countries) from the French Revolution to the First World War. These are problematic themes for historians and students are encouraged to read many diverse and conflicting historical perspectives on these topics. In this way apprehension of the historical (what happened) is at one with engagement with the historiographical (what people say happened, and why and how they say it). Course themes are: the care and control of the poor in Britain, Ireland, France, the Low Countries, 1780-1840; the growth of the new prison and the new penal system; the rise of police forces and the problem of crime statistics; poverty in the cities, theories of 'degeneracy' and 'criminality'; and the marginalization/reclamation of certain people – men 'on the move', women 'on the streets' and children 'on their own', in the years leading up to the First World War.

Semester: 2

HI438 The End of the British Empire

Dr. Simon Potter

This course will examine British official policy during the retreat from colonial rule in Asia, Africa and the Caribbean. In the two decades that followed the Second World War and the handover of power in India, the British Empire was largely wound up, under the pressures of financial constraint, Cold War diplomacy and Asian and African nationalism. The course will explore how successive governments between 1945-64 dealt with these pressures, and look at the development of British policy in a range of diverse regional settings, from the retreat in Sri Lanka to the handover of power in Nigeria.

Students will be expected to approach the subject through primary source material, supplemented by further secondary reading. Seminars will provide a forum for the discussion of these sources, and give basic guidance on how to approach the sources. Students will be expected, however, to conduct much of their study for the course on an independent basis, through their own reading.

Introductory Reading: B. Porter, *The Lion's Share: A Short History of British Imperialism 1850-1983* (London, 1984); John Darwin, *Britain and Decolonisation: The Retreat from Empire in the Post-war World* (Basingstoke and London, 1988); J.O. Springhall, *Decolonization since 1945* (Basingstoke, 2001)

HI443 State & People in Ireland, 1820-1845

Dr Niall Ó Ciosáin

The quarter century after 1820 saw the establishment of some of the most fundamental state interventions in the lives of ordinary people in Ireland. They included a primary education system, a national police force, a network of local courts, and a system of poor relief. These projects were underpinned by a simultaneous development: the centralisation of knowledge and information about Irish society. The first full population census was taken in 1821, the country was mapped by the Ordnance Survey in the 1820s and 1830s, and a series of state reports examined a comprehensive range of issues concerning economic, social and religious life.

This course examines this question by taking the more important state reports of this period as a starting point. For seminar discussion and for the written project, students will read the reports and analyse them both as official discourse about Ireland and as blueprints for policy initiatives.

Introductory Reading: Theodore M. Porter, "Genres and objects of social inquiry, from the enlightenment to 1890" in Theodore Porter and Dorothy Ross (eds), *The Cambridge History of Science Vol. 7. The Modern Social Sciences* (2002), p.13-32; Gearóid Ó Tuathaigh, *Ireland Before the Famine* (1972), Ch.3, 'The state and the people'; T.P. O'Neill, *British Parliamentary papers: a monograph on blue books* (1968)

HI444 Civil War & Society in France, 1572-1598

Dr Philip Mc Cluskey

This module analyses the ferocious violence of the civil wars (the Wars of Religion) which convulsed France during the final four decades of the sixteenth century. It explores the new ideologies of sectarian hatred and opposition which shattered local communities and destabilized society, while also assessing the faction politics of the royal court and the nobility. It then examines the new political doctrines of resistance and toleration promoted by the warring Catholic and Protestant parties, with special emphasis on the views of major political writers, such as Jean Bodin, who profoundly influenced the political, social and religious orders in France and the development of western political thought. The module then systematically tracks the ways in which, following a decree of toleration (the Edict of Nantes) in 1598, the monarchy and society sought to recover from the dislocation of the crisis of the Wars.

Introductory Reading: P. Benedict, 'The Wars of Religion, 1562-1598', in *Renaissance and Reformation France 1500-1648*, ed. M. Holt - M. Greengrass, *The French Reformation* - M. Greengrass, *France in the Age of Henri IV* - M. Holt, *The French Wars of Religion, 1562-1629* - D. Nicholls, 'France', in *The Early Reformation in Europe*, ed. A. Pettegree - P. Roberts, 'France', in *Palgrave Advances in the European Reformations*, ed. A. Ryrie

HI446 The Home Rule Question in British Politics, c. 1870-1914

Prof. Gearóid Ó Tuathaigh

During the period of the Union (1801-1922), the 'Irish Question' was regularly – if not continuously – a difficult and disruptive issue in British politics, at Westminster and among the political classes in general. Between 1870 and 1914 the Home Rule demand – i.e. the demand of Irish nationalists for some form of devolved self-government for Ireland – proved hugely disruptive in British politics, leading to a major split in the Liberal party and a significant realignment in British party politics, at an elite level and also at the level of popular political allegiances.

This Seminar will investigate the reasons why, and the ways in which Irish Home Rule had such a profoundly disruptive impact on British politics. The Seminar will address the complex themes – Empire, property and law and order, leadership and political mobilisation, high politics and low

prejudice – which provided the framework of political conviction and sentiment within which the Home Rule issue came to be discussed and determined.

The examination of primary documents will form the basis of the Seminar, and a documents pack will be available to students at the commencement of the Seminar. The Seminar will be informed throughout by the consideration of historiographical issues present in the secondary literature. Students will be required to make presentations at the Seminar and to participate actively in discussions in class.

Introductory Reading: Jonathan Parry, *The Rise & Fall of Liberal Government in Victorian Britain* (New Haven, 1993); Alan O'Day, *Irish Home Rule 1867-1921* (Manchester, 1998)

HI462 Darwin's World: Britain in the Nineteenth Century

Dr Aileen Fyfe

This module investigates the social and cultural history of nineteenth-century Britain and her empire. It will address such themes as imperial exploration; leisure and travel; correspondence networks and communications; religious faith and the rise of agnosticism; family life and gender roles; health and the environment; intellectual life and the universities. We will approach these issues through the letters and diaries of Charles Darwin, who was not merely an evolutionary theorist, but a famous round-the-world traveller, and the centre of an enormous international correspondence network. Unusually, large quantities of his private writings have survived, and they provide a unique window onto Victorian social, cultural and intellectual life.

HI486 Church & State in Modern Europe

Dr Róisín Healy

The growing ambitions of the state and the gradual secularisation of the masses in modern Europe have made for a complex relationship between the state and the biggest institution of civil society, the Christian churches. Using the examples of France and Germany, this seminar explores the extent to which this relationship can be characterized as one of confrontation or cooperation. Spanning the century from 1850 to 1950, it covers moments of obvious tension, such as the European-wide Kulturkampf of the late nineteenth century, periods of collaboration like the First World War, and the controversial years of the Nazi dictatorship. It considers the relationships between the state and both the Roman Catholic and Protestant churches, and asks to what extent institutional rivalries or ideological concerns shaped these relationships. Students will examine the church-state relationship by means of primary sources from both sides that address Marian apparitions, religious orders, educational institutions, national loyalties, and anti-Semitism.

Introductory Reading: Michael Burleigh, *Earthly Powers: The Clash of Religion and Politics in Europe from the French Revolution to the Great War* - Owen Chadwick, *The Secularization of the European Mind in the Nineteenth Century*

HI487 Approaches to Women's History, 1750-1950

Dr Caitríona Clear

Thematic rather than chronological, the course examines the various historical controversies around women and domestic work (paid and unpaid) 1750-c. 1900; women and political power, 1750-1950; women and unpaid philanthropic work 1750-1950; wages women, organization and protection 1850-1945. The focus is on Europe as a whole, including Ireland and Britain, and students are alerted to the way much historiography takes the British experience in particular as the norm, and all else as deviations from it.

Introductory Reading: Main Text: D. Simonton, *A History of European Women's Work, 1700 to the present*; B. Anderson & J. Zinsser, *A History of their Own*, Vol 2; B. Smith, *Changing Lives*

Lecture Modules Explained

Format

Lecture Modules are all worth 5ECTS and generally follow the same format: two lectures of one hour each week over twelve weeks, and between four and six tutorials distributed throughout the semester and arranged by the relevant Course Convenor.

Assessment

There are two assessment methods used for Lecture Modules:

- **By Examination:** assessed by coursework (worth 33.3% of the final grade) and examination (worth 66.7% of the final grade). Each examination lasts two hours and students are obliged to answer two questions from a choice of at least eight.
- **By Extended Essay:** assessed by coursework (worth 33.3% of the final grade) and extended essay. The Extended essay should be of up to 4,000 words.

The type of assessment for a lecture module is determined by the module that you register for. You have a Continuous Assessment choice in each semester. These modules have a number that includes *.E* at the end. All *.E* modules are assessed by continuous assessment. Non-*.EI* modules are assessed by exam.

Lecture Module Descriptions

Semester 1

HI337 Nazi Germany

Dr Róisín Healy

This course deals with the origins, course, and aftermath of Nazi Germany. It is divided into three sections: the first deals with the origins of Nazism and Nazi government until the outbreak of war in 1939; the second section looks at different groups within society, to see how they responded to Nazism; the last section deals with the war and the Holocaust, as well as efforts to come to terms with the Nazi past in the post-war period. The course will pay special attention to questions that have caused controversy among historians - such as whether Nazism represented a continuity or discontinuity in German history, the role of ordinary Germans in implementing the regime's racial policies, and the implications of the recent emphasis on their own wartime suffering.

HI362 Party & Power in 19th and 20th century British History

Prof. Gearóid Ó Tuathaigh

This course examines the relationship between the exercise of political power and the development of political parties in Britain in the period c. 1800-c. 1945. The lectures consider the interplay between ideological and socio-economic forces, organisational structures, leadership and political mobilisation. Primary sources and key contributions to the critical debates on these themes provide the reading material for the course, in which the teaching is in the form of lectures and seminar sessions.

HI407 Catholic Identity in Early Modern Europe

Dr Philip Mc Cluskey

To what extent did Catholics create a new identity after the Protestant Reformation? This course assesses the ways in which Catholics constructed their social identity in a period of deep crisis and adjustment. Through an exploration of a rich variety of sources (c. 1500-1700), the course allows students to study the response of Catholics to the unprecedented challenges of the Protestant Reformation. It also investigates the organic movements of invigoration and discipline that shaped the

Catholic Church institutionally and influenced the behaviour of Catholics in society throughout the early modern period.

The module examines the traditional tools of institutional authority that Catholics used to redefine the role of the Catholic church in early modern society: conciliar action in the Council of Trent (1545-63), papal government and clerical leadership in parishes and dioceses. A further section analyses the innovative principles and practices in education and missionary expansion (in Protestant regions and the 'New World') pursued by leading Catholic 'Reformers' such as the Jesuits. The module also analyses the impact of collective acts of popular religion, such as the cult of saints and penitential processions, and assesses the power of gender stereotypes, group associations and confraternities to develop and reinforce distinct Catholic values and behaviour. This course enables students to understand the bond between religious beliefs and actions and the ability of religious confession to define the social identity of individuals and groups.

HI461 The Irish Emigrant Experience

Dr Gerry Moran

The aim of this module is to explore the reasons why 8 million people left Ireland between 1800 and 1939 and settled in countries as near as Britain and as far away as Australia and New Zealand. The module looks at the experiences in the different destinations, and provides contrasting analysis of settlements in Britain, the United States and Australia. It examines the consequences of the Irish emigrant experience in both Ireland and the host countries. It shows that Irish emigration was not an homogeneous social and demographic experience.

Semester: 2

HI317 Science, Technology and Progress

Dr Aileen Fyfe

This is a course in nineteenth-century British history, with a twist. Although the concept of rapid social progress is very familiar to us today, it was a relatively new phenomenon in the nineteenth century. We will consider why the Victorians believed their society and state of civilisation to be better than that of their ancestors, and also better than many contemporary societies in other parts of the world. We will be investigating both what was actually happening, and also what the Victorians thought was happening, through close examination of primary source material. Throughout, we will have to wrestle with the intense ambiguity of the term 'progress': neither for us, nor for the Victorians, is it self-evident what counts as 'better'. But then, as now, science and technology were widely seen as contributing to the rapid pace of improvement, and so we will be paying particular attention to them. We will examine some of the technologies – steam power, railways, the electric telegraph – which transformed nineteenth-century life; and we will consider some of the efforts that were made to understand society and the human race itself in a scientific manner.

HI327 Early Irish Law

Prof. Dáibhí Ó Cróinín

The module offers a survey of Early Irish or 'Brehon' law, i.e., the legal system in operation in Ireland from the earliest times down to the 16th century. The lectures/seminars examine the distinctive features of that law (compared with the English Common Law and with contemporary medieval continental legal systems) and involve the study of a representative sample of individual law texts (in translation) both in an Irish context and from a comparative European perspective. Material will be provided by the instructor, but an essential textbook is Fergus Kelly, *A Guide to Early Irish Law* (Dublin 1988).

HI328 The Northern Ireland Problem

Dr Mary Harris

This course investigates the causes, nature and implications of conflict in Northern Ireland, and the various attempts to resolve it. Beginning with the emergence of Ulster Unionism in the 1880s, it examines the background to partition, politics in Northern Ireland from 1921-68, the outbreak of the 'Troubles', and subsequent attempts to find a workable settlement. It considers the concerns and

aspirations of Catholics and Protestants in Ulster/Northern Ireland, and the policies adopted by British and Irish governments. How and why did these groups pursue certain courses of action? How did their supporters and their critics perceive them? Students will be encouraged to examine critically a range of interpretations published by academics, observers and participants in the conflict.

Introductory reading: J. Bardon, *A Shorter Illustrated History of Ulster*, (Belfast, 1996); T. Hennessey, *A History of Northern Ireland 1920-1996* (Dublin, 1996)

HI359 The Crusades: Idea And Reality

Dr Jason Roche

After nine centuries the First Crusade remains one of the pivotal experiences of European and Mediterranean civilisation. An expedition that was both a holy war and a pilgrimage to Jerusalem, it captured the imagination of the western European aristocracy, populace, and the Roman Church as no other ideal could. The twelfth century subsequently witnessed the crusade movement evolving and expanding until it touched the lives of the ancestors of everyone of European descent. This lecture module explores the origins, growth, and diversity of the crusade movement and the concomitant rise and success of the Levantine Jihad, from the crusades' dramatic emergence in the late eleventh century down to the end of the last remnants of the Latin Kingdom of Jerusalem in 1291. Although emphasis is placed on the crusade movement and the Jihad in the Middle East, attention will be paid to the crusades against perceived enemies of Catholic Christendom in theatres of activity from the Baltic to the Mediterranean, and from Portugal to Palestine.

HI365 Native North Americans: From Pre-History to the Present

Dr Enrico Dal Lago

This course is designed as a general introduction to the history of Native Peoples in the North American continent, with particular emphasis on the last 300 years. Its main focus revolves around the transformations brought upon Native American culture and society by the encounter with European civilization. Exploring topics such as Conquest and Colonization, Native Americans and European Empires, Indian Removal, the Making of the Western Frontier, the Plains Wars, and the New Native American Consciousness, the course will enable students to pursue their own interests in the history and culture of particular Native American populations. Anthropological concepts will play a key part in explaining the process of change undergone by different tribes in different places. It approaches the study of indigenous peoples in a multidisciplinary fashion.

HI442 The French Fourth & Fifth Republic

Dr Gearóid Barry

This course examines modern and contemporary France since the end of the Second World War. Its primary focus will be on the search for constitutional stability beginning with the problems faced by the Provisional Government at Liberation in 1944 through the troubles of the Fourth Republic in the 1950s and the attempted reconciliation of democratic control and dynamic leadership in De Gaulle's presidential constitution of 1958. The challenge of decolonisation, the intractable Algerian crisis and the opportunities of European integration raised issues of France's place in the world. The student riots of 1948 ushered in political and social change and showed disillusionment with the bourgeois society of the economic boom - the *trente glorieuses*. The French experiments with socialism and divided 'cohabitation' government of right and left in the 1980s and 1990s are areas rich in interest for students of modern France, and modern Europe generally. The course will examine these in detail, broadening to refer, as appropriate, to other areas, such as arts, culture, and religion.

Rules on Submission of Work

When submitting coursework, students must generally hand in two hard copies of the assignment, usually either to the Course Convenor or the Departmental Secretary – Course Convenors will specify the required method of submission. Do not submit essays by email, unless you have the prior approval of the Course Convenor concerned. One of the two copies must have the Departmental cover sheet attached. The lecturer will return this copy to the student with feedback on the essay and retain the second copy, should the external examiner need to view it. Students should also keep a third copy of the essay for their own records. The lecturer's comments provide valuable guidance on the topic at hand, and on essay-writing generally, so students should read them carefully.

Students are expected to submit their work on time. Given the number of assignments required over the course of the semester, it is in the interest of students not to fall behind. It is also a courtesy to Course Convenors to hand in work on time, as they have their own workloads to manage. Students who fail to submit mid-term essays without sufficient explanation will incur a 2% penalty on the mark awarded the assignment for every working day the essay is late. Course Convenors are not obliged to mark work submitted more than 2 weeks after the deadline. If you cannot meet the deadline, please keep the lecturer informed as to your expected time of submission. If the delay is due to medical problems, please keep medical certificates and show them to the Course Convenor(s) concerned. Please see the **History Department Policy on Late Submission of Assignments** (included below) for further information.

The deadlines for essays, whether for Lecture Modules or Seminar Modules, are final. Course Convenors have themselves to meet tight correction deadlines. If unable to submit on time, contact the Course Convenor as soon as possible.

All work submitted by students for assessment purposes is accepted on the understanding that it is their own work and written in their own words, except where explicitly referenced using the accepted norms and formats of the appropriate academic discipline. Students should refer to the **History Stylesheet** (included below) for guidance on this issue. Individual lecturers may also provide guidelines and advice.

Plagiarism Warning

Plagiarism (as understood in the University's Code of Practice) is the act of copying, including paraphrasing or directly quoting from, the work of another without adequate acknowledgement. The submission of plagiarised materials for assessment purposes is fraudulent and all suspected cases will be investigated and dealt with according to University procedures for implementing the Code.

Whilst some cases of plagiarism can arise through poor academic practice and with no deliberate intent to cheat, this still constitutes a breach of acceptable practice.

Cases in which students knowingly permit others to copy their work are also considered offences and shall also be subject to the procedures outlined in the Code of Practice. (See Below)

Repeating Failed Modules

Students who fail a module are obliged to repeat it.

In the case of Lecture Modules, students will have the opportunity to resit the end-of-term examination or submit a new final essay during the summer. If you submitted coursework during the year that achieved a passing grade, the mark for this will automatically be included in your repeat mark. If you wish, however, you may also resubmit such coursework. If you did not submit required coursework during the year, then you may submit such coursework to be marked and included in your repeat mark. You are strongly encouraged to do so. **In any case, it is the student's responsibility to consult with the Course Convenor to agree on assignment topics and submission dates.** You should contact the Course Convenor as soon as you find out that you are to repeat a module.

In you fail and need to repeat your Seminar Module, you may submit any missing coursework, including your final essay. If you submitted coursework during the year that achieved a passing grade, the mark for this will automatically be included in your repeat mark. Your Course Convenor may require that you give an oral presentation, or may set additional written assignment(s) in lieu. **In all cases, you should seek the Module Convenor's agreement for topics and submission dates for coursework.** Again, it is **the student's responsibility** to consult with the Module Convenor in such cases, and you are strongly encouraged to contact the lecturer as soon as you find out that you are to repeat a module. If you repeat a Seminar Module, the marks that you were awarded for class participation during the semester will stand.

If a student fails to pass on this basis, s/he must take a Seminar Module, whether on the original topic or another, in the next academic year. We cannot guarantee that the same choice of Seminar Module topic will be available.

Department of History National University of Ireland, Galway

Stylesheet and Guidelines for Written Assignments

This document sets out guidelines for the presentation of written assignments in History. Failure to follow these guidelines may result in the loss of marks.

Written assignments are a normal aspect of the examination process for many modules offered by the Department of History. You should make sure that you submit all written assignments that are required. Many students who fail courses do so because they have not submitted written assignments.

If you are submitting a **repeat exam** and have not already submitted a required assignment for the course, it is **your responsibility** to contact the Course Convenor well in advance of the exam, to arrange an appropriate assignment.

Presentation and Layout

- All written assignments must be **typed** or **word-processed**.
- All written assignments must be **double-spaced** and in a **12 point font**.
- Leave 2.5 cm (1 inch) **margins** on both right and left-hand sides of the page to facilitate correction.
- Print only on **one side** of the page.
- Print your **name** at the top or bottom of **every page**.
- Be sure to include **page numbers**, on the right-hand side of each page, either at the top or bottom.
- Every written assignment should be submitted with a **title page** giving the following information:
 - Title of Essay
 - Name of Student
 - Student ID
 - Course Name and Number
 - Name of Course Convenor
 - Word Count
 - Date of Submission
- For every written assignment, also fill out **one copy** of the official **History Assignment Appraisal Sheet** and staple it to the front of **one copy** of your assignment. Copies of the sheet are available from your Course Convenor and from the History Department Secretary. Read the sheet carefully before you write your essay, as it indicates the general criteria for assessment of written work.
- **Staple the pages of your assignment together** so that pages do not become detached. It is not necessary to use any expensive form of binding, or to enclose your assignment in a plastic cover. If you are submitting two copies of an assignment, **DO NOT** staple the two copies together – staple the pages of each individual copy, and then use a paper clip to fasten the two copies together. Do not leave sharp points of staples pointing out where they might cause injury.
- Always **proof-read** your work carefully before handing it in. This means looking out for spelling and grammar mistakes and typos. If you leave any of these in your work it will result in penalisation.
- For most assignments you will need to submit **two** copies of your assignment, so that one can be given back to you with comments to help you improve future work, and the other retained for the external examiners. For most extended essays, you will only need to submit **one** copy,

which will be retained for the external examiners. You may also be required to submit an **electronic copy** of your work – your Course Convenor will advise you if this is the case.

- Always **retain an additional printed copy** of your assignment.
- Always **backup your work as you write**. Floppy disks are not a reliable means of doing this. Backup to the University servers, use USB memory devices, and archive files to writable CD or DVD regularly.
- **Follow any specific guidelines given by your Course Convenor**, particularly relating to how and when you should submit your assignment. **ite**. Floppy disks are not a reliable means of doing this. Backup to the University servers, use USB memory devices, and archive files to writable CD or DVD regularly.
- **Follow any specific guidelines given by your Course Convenor**, particularly relating to how and when you should submit your assignment.

Late Submission of Assignments

If you submit an assignment late you may be penalised. For details please see the History Department Policy on Late Submission of Assignments.

If for any reason you think you are going to miss a deadline for an assignment, contact the Course Convenor before the deadline elapses to discuss your options.

Writing Technique and the Nature of Essays

A number of useful guides have been published which can help you with your writing technique. It is well worth reading one. The following are available in the University Library (there are many others):

- John Peck and Martin Coyle, *The Student's Guide to Writing* (London, 1999)
- Brian Greetham, *How to Write Better Essays* (London, 2001)

The website of the School of Geography at Birkbeck, University of London, provides a useful **short guide to writing essays** – you can access it online at:

http://www.bbk.ac.uk/geog/current/study_skills/essay_writing/

An essay is a particular type of written assignment that has its own rules. In general, in a History essay you will attempt to convey to the reader your own ideas about a very specific subject, in the form of a reasoned, logical and balanced argument. History as a discipline involves understanding that there are many valid perspectives on any one issue. Different people at the time you are writing about had a range of viewpoints on the world around them. Part of the task of the historian is to exercise powers of **empathy** and reflect the diversity of those past perspectives. Thus you must write a **balanced** essay which discusses a range of different viewpoints and interpretations. However, at the same time the historian must acknowledge that she is writing from her own particular viewpoint. Thus in your essay you must **make it clear what your own viewpoint is**, and **argue the case** for why this is the most useful way of seeing the subject.

Course Convenors will generally set specific titles for essays, designed to encourage you to argue a case on a particular issue. Titles will often take the form of a question, and may focus on controversial or difficult aspects of a topic. **It is thus vital that you take the title and use it exactly as it has been set by the Course Convenor. You**

should aim to answer the question, or address the issues raised by the title, as explicitly as possible.

At all times, your essay should focus on analysis and argument – **NOT** narrative or a simple chronology of events. Why? Because you are trying to write in the style of a scholarly academic historian. You are **NOT** trying to write in the style of a popular historian, or attempting to write a section of a textbook, or just telling a story.

In brief, if writing an essay, you should be sure that it includes three substantive parts:

- Introduction
- Body
- Conclusion

In the **Introduction** you need to set out your own arguments, and show how you will develop them over the course of the essay. You should ensure that your arguments directly answer the specific question that has been set. You may also wish to use your introduction to define any terms or phrases which are integral to the essay and which may require clarification.

The **Body** of your essay will be composed of multiple paragraphs, and will develop the ideas set down in your introduction. Each paragraph should in general deal with one main point, which is clearly and logically connected with the paragraphs and points that precede it and follow it, and thus contributes to the overall flow of your argument.

The **Conclusion** of your essay must show how you have fulfilled the promise of the introduction, how you have supported your arguments, and how you have answered the specific question that was set. You may also use the conclusion to acknowledge any ambiguities or points of debate that must remain unresolved.

You should aim for a clear, concise and accurate writing style. You should avoid using overly complex language, and make sure that you know the meaning of all the words that you use. Short sentences are often better than long ones.

Only include material that is relevant to your argument. Avoid vague, general statements, and include only points and ideas that help you answer the question. Use enough evidence (examples, case studies, statistics) to back up your argument, but do not fall into the trap of providing evidence merely for its own sake.

Acknowledging your Sources – Avoiding Plagiarism

All work that you submit for assessment purposes is accepted on the understanding that it is your own work and written in your own words, except where explicitly referenced using the accepted norms and formats of the discipline of History. When you submit your assignment you certify that this is the case by signing the History Assignment Appraisal Sheet. A breach of this trust is a form of cheating and is a very serious matter. The History Department follows the **University's Code of Practice for Dealing With Plagiarism**, and students may be disciplined accordingly.

Plagiarism, as understood in the University's Code of Practice, **is the act of copying the work of another without adequate acknowledgement**. This can apply to both direct quotes and paraphrased material, to student essays as well as academic and other sources, and can be inadvertent as well as intentional. The submission of plagiarised materials for assessment purposes is fraudulent and suspected cases will be investigated and dealt with according to University procedures for implementing the Code.

Course Convenors are good at detecting plagiarism, and now also have access to sophisticated software which can check essays for plagiarism, including the *Turnitin* service. This is built on an international database of sources and essays, including material from the internet and material submitted by other students.

How do you avoid plagiarism? In writing History assignments, you will inevitably be drawing on the work of other authors. You indicate your debts to these sources by using quotation marks, footnotes and bibliographies, and thus by acknowledging all material used in the preparation of your own work.

To facilitate referencing in footnotes and bibliography, you need to take good notes as you read. You should make sure that for every book, chapter or article you read, you keep a note of all publication details. In your notes you should also make it clear to yourself when you are writing something down verbatim, and when you are summarising something in your own words. Keep track of the page numbers on which points or quotes appear.

Then, when you write your essay, **always** put quotation marks around someone else's words, and acknowledge the source in a footnote too.

If you insert a word or a short phrase of your own into a quote, include it in square brackets.

For example:

'The atrocities in the Congo Free State [publicised by Roger Casement] raised a storm of protest.'⁹

If you omit words from the quote, use square brackets and three dots to indicate this.

For example:

'London, presented to me in books and pictures, was much more vivid to me than any New Zealand town except Auckland [...] English politics loomed larger than New Zealand.'¹²

Avoid long quotations. Do not use too many quotes: as a *very* rough guideline, use no more than one quote in each paragraph. Instead, paraphrase wherever possible. According to Diana Hacker, ‘A paraphrase reports information in roughly the same number of words used by the source, [but does not borrow] extensive language from a source [...] you must restate the source’s meaning in your own words.’¹ So you should change the structure of the sentence, as well as the words being used. When you paraphrase, you **MUST** also include a footnote and an entry in your bibliography, just as you would for a quotation. **Ideas borrowed from other people should still be acknowledged, even if expressed in your own words.**

Here are some examples:

Original Quotation: ‘With his treasury overflowing with American silver, the King of Spain could credibly aspire to world domination. What else was all that money for, but to enhance his glory?’²

Unacceptable Paraphrase: According to Ferguson, with a treasury overflowing with American precious metals, the King of Spain could reasonably hope for world domination. Why else did he want all that money, but to give him more glory?

This is unacceptable as a paraphrase, because a) there is no footnote reference to the original source, b) it uses too many of the same words used by the original author, and c) it adopts much the same sentence structure. Using Ferguson’s words and ideas in this way would amount to plagiarism.

Acceptable Paraphrase 1: According to Ferguson, the Spanish King hoped for glory and world domination, as he had grown rich on silver from the Americas.³

This is an acceptable paraphrase, as when you compare it with the original you can see that it uses both different wording and a different sentence structure. It also includes a footnote reference to the original source.

Acceptable Paraphrase 2: The Spanish King had grown rich on American silver, which he saw as a means to increase his political power in Europe and overseas.⁴

This is also acceptable. Although it is not such a close paraphrase as paraphrase 1, it is clearly coming from the same source and thus needs the footnote.

Good referencing will improve your grade. Bad referencing may lose you marks. If in doubt, insert a footnote.

You may find yourself discussing an assignment with another student. If you do so, ensure that when it comes to the writing stage, you work alone and use your own ideas and words. Do not allow another student to copy your work. **Replicating the work of another student, or allowing your work to be so replicated, is an offence under the University’s Code of Practice for Dealing With Plagiarism**, and will result in penalisation.

Be extremely wary if using non-academic websites, including *Wikipedia*. They may contain information plagiarised from other sources. This might inadvertently lead you

¹ Diana Hacker, *A Pocket Style Manual* (Boston, 1993), pp. 84-85.

² Niall Ferguson, *Empire: How Britain Made the Modern World* (London, 2003), p. 7.

³ Niall Ferguson, *Empire: How Britain Made the Modern World* (London, 2003), p. 7.

⁴ Niall Ferguson, *Empire: How Britain Made the Modern World* (London, 2003), p. 7.

to commit an act of plagiarism yourself. In general, remember that **non-academic internet sources** can be unreliable. Think about who put the information on the net, what their credentials are, and what their purpose was. Prior to publication, scholarly books and articles (including those available through databases like JSTOR) are read by other historians to assess their accuracy and interpretation. Non-academic internet sources usually are not. They can be posted by anyone and may include serious errors. They should thus be avoided.

Formatting your Footnotes and Bibliography

It is easier for the reader if you use **footnotes** rather than endnotes. Most word processing packages will allow you to insert a footnote into your document automatically. This should be inserted after the quote or the sentence containing the idea you wish to reference, and should come after the quote mark or the full stop. A superscript number appears in the text, and a reference to that number in a note at the bottom of the page.

Each note should contain an abbreviated reference to the work you are citing, including (as a minimum) the author's surname, a short form of the title of the work, and the page number in the source in which the words/idea that you are using appears. To indicate a single page, use 'p.' – to indicate a range of pages, use 'pp.'

For example:

9. Mulgan, *Making of a New Zealander*, p. 107.

For full details of the book, the reader may then refer to your **bibliography**. This should come on a separate page at the very end of your assignment, and include an entry for every book, article etc. you have used, even if you have not quoted from each source directly in your work. This allows the reader to see what you have found useful in putting your assignment together, and to follow up with their own reading.

In your bibliography **you should list all works in alphabetical order according to the surnames of the authors**. For an entry for an anonymous work, alphabetize the first word of the title and list under that letter. Do not put into your bibliography works that you have not consulted, simply to pad out your list. This is dishonest and will be obvious to the reader. There is no need to number the works in your bibliography, or to use bullet points.

When giving the place of publication, the **principal city of publication** is usually sufficient. You do not normally have to indicate the country, or the places that a publisher might have a subsidiary office.

The following are examples of the information that you should include for each entry in your bibliography, and how this information should be presented. Pay particular attention to the punctuation and use of *italics*, and make sure that you follow a consistent form of referencing for every entry in your bibliography. Course Convenors may require you to construct your entries in specific ways; if in doubt, please ask them for guidance.

Printed Secondary Sources

- For single-volume books:
Mulgan, Alan. *The Making of a New Zealander* (Wellington, 1958).
or, if the name of the publisher is also required,
Lewis, Bernard. *The Jews of Islam* (Princeton, New Jersey: Princeton University Press, 1984).
- For multi-volume books:
Morrison, Samuel Eliot. *Admiral of the Ocean Sea: A Life of Christopher Columbus*, 2 vols. (Boston, 1942).
- For anonymous works:
The Annals of Ulster, Seán Mac Airt and Gearóid Mac Niocaill (eds.) (Dublin: Dublin Institute for Advanced Studies, 1983).
- For essays in edited collections:
Jeffery, Keith. 'The Second World War', in Judith M. Brown and Wm. Roger Louis (eds.) *The Oxford History of the British Empire volume 4: the Twentieth Century* (Oxford, 1999).
- For entire edited collections (use this form if, for example, *several or all* of the essays in the collection are relevant and have been referenced in footnotes):
Killingray, David, and Omissi, David (eds.) *Guardians of Empire: The Armed Forces of the Colonial Powers c. 1700-1964* (Manchester, 1999).
- For articles in scholarly journals:
Louis, Wm. Roger and Robinson, Ronald. 'The Imperialism of Decolonisation', *Journal of Imperial and Commonwealth History*, vol. 22, no. 3 (September 1994), pp. 462-511.
- For articles in newspapers:
Clarity, James F. 'Immigrants Turn Tables on Ireland. An Illegal Influx Searches for a Taste of Economic Success', *International Herald Tribune*, 16 June 1997.

Electronic Sources

For electronic resources which are copies of printed publications

e.g. JSTOR contains copies of articles which originally appeared in printed journals; *The Times Digital Archive* is a copy of the printed edition of *The Times* newspaper; the electronic *Dictionary of National Biography* is a copy of the printed edition. For all of these, cite them as if they were the printed publication. It is more useful to future scholars to give the original location of a scholarly article, than to give the exact URL on JSTOR.

For websites (that are not simply electronic copies of printed publications):

National Library of Australia, 'Year in Review, 2001',
<http://www.nla.gov.au/pub/yearinreview/2001/index.html>, accessed 27 August 2007.

Primary sources:

Citation styles for primary sources vary considerably, according to the nature of the source material being used and the conventions in the field. Generally you will need to list them in a separate section of your bibliography, under the heading 'Primary

Sources'. Then, list your secondary sources under a separate 'Secondary Sources' heading. Consult related books and articles to see how other historians have cited similar primary material, or ask your Course Convenor for guidance.

If you are still unsure about footnote and bibliography styles, and need further guidance, it is a good idea to have a look at the footnotes and bibliographies provided in some of the books and articles on your course reading lists. Find scholarly books published by major academic publishers, and see how they do it!

History Department Style Sheet – Revised 17 August 2009.

HISTORY ESSAY CHECKLIST

CONTENT - Have you:

- Included an introductory paragraph? This should avoid vague general statements and instead show the reader how you intend to answer the specific question set, and what your overall arguments are.
- Made sure that every paragraph of your essay is directly relevant to the specific question set, and that you explicitly tell the reader how the material in that paragraph relates to your overall arguments?
- Either paraphrased in entirely your own words the ideas you are citing from books and articles, or used quotation marks whenever you have included direct quotes from these books and articles?
- Included full footnote references **BOTH** for paraphrased ideas cited from books and articles **AND** for direct quotes from books and articles? And a bibliography at the end?
- Finished with a full concluding paragraph that explicitly answers the specific question set, summarises your own overall arguments, and points to any further important issues that you think your essay has raised?

PRESENTATION – Have you:

- Printed a title page for your essay including the question **EXACTLY AS SET** as the title for your essay?
- Proofread your essay thoroughly and eliminated all typos?
- Printed out your essay double-spaced?
- Printed your name on and numbered all sheets, and stapled all sheets together?
- Formatted your footnotes and bibliography correctly, as set down in the History Department Stylesheet?
- Stapled a **SIGNED** official History Department Assignment Appraisal Sheet to the front of **ONE COPY** of your essay?

**IF YOU HAVE NOT DONE ALL OF THESE THINGS
THEN YOU WILL LOSE MARKS!!!**

History - Policy on Late Submission of Assignments

1. Assignments, both in written and in other forms, are a normal aspect of the examination process for modules offered by the Department of History. The Department will at its discretion set specific deadlines for the submission of such assignments.
2. Students are required to submit assignments by the due deadline set by the Department, using the submission procedure specified for that assignment.
3. The Department may at its discretion and for good cause sanction a one-week extension to individual students, provided that in advance of the deadline the student submits a written request (by e-mail or letter) for such an extension and that this extension is agreed in writing (by e-mail or letter).
4. On a discretionary basis, the Department may allow further extensions. In such cases students will normally be required to present a medical certificate or other evidence of a compelling reason for late submission. Again, this must be agreed in writing.
5. In the first instance, students seeking an extension shall contact the staff member who is convenor of the relevant module. On submission, the written authority for an extension shall be attached to any such late assignments.
6. Where an extension has not been agreed in advance, or where a student submits an essay after agreed extensions have expired, the Department may impose a penalty for late submission. For each day that elapses between the expiration of the deadline and the receipt of the work by the Department, 2 percentage points will normally be deducted from the student's mark for that assignment.
7. Extensions will not normally be granted for extended essays or dissertations, whether for lecture modules, colloquia or seminar modules. Extended essays or dissertations for such modules that are received late may attract a mark of zero.
8. Assignments must be submitted in sufficient time to allow them to be marked in accordance with Departmental, Faculty and University deadlines for the return of marks. Assignments that are not submitted sufficiently in advance of these deadlines may not be accepted for marking.

History - Marking Scale and Assessment Criteria

The marking scale given below operates in summatively assessed written work in undergraduate History.

Honours Class	Grade/ %			
I	(A) 70-100	General Description	<i>Excellent Answer</i>	
		Understanding	Clear grasp of the central historical issues with discriminating and independent insight	
		Selection and coverage	Wide range of historical sources used selectively to support argument	
		Structure	Coherent and compelling argument, well presented	
			86-100	exemplary work: striking insights, perhaps even of publishable quality at levels 1/2/3 (first-third year)
	76-85	outstanding work: very insightful		
	70-75	excellent work: clear evidence of freshness of insight		
II(i)	(B+) 60-69	General Description	<i>A coherent answer that demonstrates critical evaluation</i>	
		Understanding	Critical evaluation of wide range of pertinent historical issues with some independence of judgement	
		Selection and coverage	Reasonable grasp of the most relevant historical material	
		Structure	Well-organised argument	
			65-69	very good work: approaching excellence in some aspects
	60-65	good work: well developed, relevant argument		
II(ii)	(B-) 50-59	General Description	<i>A coherent answer that demonstrates basic understanding</i>	
		Understanding	Modest grasp of the issue, with basic awareness of historical complexities	
		Selection and coverage	Basic knowledge of the relevant historical material	
		Structure	Some competence in organizing an argument, with some evidence of critical evaluation	
			55-59	sound work: broadly satisfactory
	50-54	sound but limited work		
III	(C-D) 40-49	General Description	<i>A superficial answer that demonstrates limited knowledge</i>	
		Understanding	Limited grasp of the issue	
		Selection and coverage	Use of some relevant historical material, but with noticeable gaps	
		Structure	Some attempt to organize the content, but without much fluency	
			45-49	acceptable but significantly restricted work: basic understanding of some core issues
	40-44	acceptable but barely sufficient work: understands the minimum necessary to pass		
Fail	(E) 0-39	General Description	<i>A seriously inadequate answer</i>	
		Understanding	Serious misjudgement of the issue	
		Selection and coverage	Misses most or all of the appropriate historical arguments	
		Structure	Little serious attempt to organize the content	
			35-39	narrowly but clearly fails to be acceptable: fails to understand many of the issues
			30-34	unacceptable: some knowledge, but very weak grasp of issues
			20-29	unacceptable: very limited knowledge, with fundamental mistakes
	10-19	unacceptable: likely to be very brief and largely irrelevant		
	0-9	unacceptable: very brief, with no points of relevance.		

NOTE: The Department reserves the right to impose a penalty for late submission of assignments and/or plagiarism.